

Welcome Elementary

36 East Welcome Road
Greenville, South Carolina 29611

Grades	PK-5 Elementary School	
Enrollment	560 Students	
Principal	David G. Wise	864-355-3900
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	51	59	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

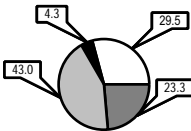
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

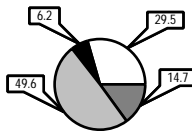
96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

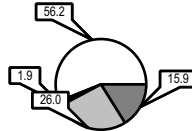
English/Language Arts



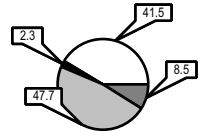
Mathematics



Science

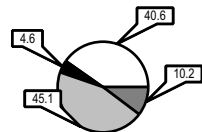
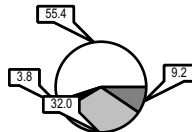
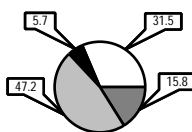
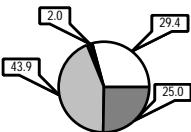


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	290	97.9	28.1	43.9	23.7	4.3	37.2	Yes	Yes
Gender									
Male	139	96.4	33.1	42.1	23.1	1.7	33.1		
Female	151	99.3	23.5	45.5	24.2	6.8	40.9		
Racial/Ethnic Group									
White	126	99.2	21.6	42.2	29.3	6.9	45.7	Yes	Yes
African American	104	98.1	32.1	45.2	20.2	2.4	29.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	57	94.7	38.0	46.0	14.0	2.0	28.0	Yes	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	251	98.0	26.8	42.9	25.4	4.9	38.4		
Disabled	39	97.4	37.9	51.7	10.3	0.0	27.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	290	97.9	28.1	43.9	23.7	4.3	37.2		
English Proficiency									
Limited English Proficient	26	84.6	61.9	38.1	0.0	0.0	4.8	I/S	I/S
Non-Limited English Proficient	264	99.2	25.0	44.4	25.9	4.7	40.1		
Socio-Economic Status									
Subsidized meals	227	97.8	30.9	46.9	18.6	3.6	33.0	Yes	Yes
Full-pay meals	63	98.4	18.6	33.9	40.7	6.8	50.8		

Mathematics – State Performance Objective = 36.7%									
All Students	290	99.3	29.5	49.6	14.7	6.2	35.3	Yes	Yes
Gender									
Male	139	99.3	31.0	52.4	12.7	4.0	30.2		
Female	151	99.3	28.0	47.0	16.7	8.3	40.2		
Racial/Ethnic Group									
White	126	100.0	20.5	46.2	23.1	10.3	47.9	Yes	Yes
African American	104	98.1	35.3	56.5	5.9	2.4	22.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	57	100.0	41.5	45.3	9.4	3.8	28.3	Yes	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	251	99.6	28.1	49.1	15.8	7.0	37.3		
Disabled	39	97.4	40.0	53.3	6.7	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	290	99.3	29.5	49.6	14.7	6.2	35.3		
English Proficiency									
Limited English Proficient	26	100.0	58.3	37.5	4.2	0.0	8.3	I/S	I/S
Non-Limited English Proficient	264	99.2	26.5	50.9	15.8	6.8	38.0		
Socio-Economic Status									
Subsidized meals	227	100.0	31.2	50.8	12.6	5.5	31.7	Yes	Yes
Full-pay meals	63	96.8	23.7	45.8	22.0	8.5	47.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	290	97.9	55.9	26.2	16.0	2.0	18.0
Gender							
Male	139	97.8	57.6	28.0	12.8	1.6	14.4
Female	151	98.0	54.2	24.4	19.1	2.3	21.4
Racial/Ethnic Group							
White	126	100.0	40.2	33.3	23.1	3.4	26.5
African American	104	95.2	70.2	20.2	8.3	1.2	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	57	98.3	69.2	19.2	11.5	0.0	11.5
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	251	98.0	52.7	27.9	17.3	2.2	19.5
Disabled	39	97.4	80.0	13.3	6.7	0.0	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	97.9	55.9	26.2	16.0	2.0	18.0
English Proficiency							
Limited English Proficient	26	92.3	82.6	17.4	0.0	0.0	0.0
Non-Limited English Proficient	264	98.5	53.2	27.0	17.6	2.1	19.7
Socio-Economic Status							
Subsidized meals	227	98.7	58.9	25.4	15.2	0.5	15.7
Full-pay meals	63	95.2	45.8	28.8	18.6	6.8	25.4

Social Studies							
All Students	290	97.9	41.0	48.0	8.6	2.3	10.9
Gender							
Male	139	97.8	46.4	43.2	8.0	2.4	10.4
Female	151	98.0	35.9	52.7	9.2	2.3	11.5
Racial/Ethnic Group							
White	126	100.0	35.0	49.6	12.0	3.4	15.4
African American	104	95.2	45.2	45.2	7.1	2.4	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	57	98.3	48.1	48.1	3.8	0.0	3.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	251	98.0	36.3	51.3	9.7	2.7	12.4
Disabled	39	97.4	76.7	23.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	97.9	41.0	48.0	8.6	2.3	10.9
English Proficiency							
Limited English Proficient	26	92.3	73.9	26.1	0.0	0.0	0.0
Non-Limited English Proficient	264	98.5	37.8	50.2	9.4	2.6	12.0
Socio-Economic Status							
Subsidized meals	227	98.7	46.2	44.2	8.1	1.5	9.6
Full-pay meals	63	95.2	23.7	61.0	10.2	5.1	15.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	100	99.0	18.2	52.5	25.3	4.0	29.3
	4	92	100.0	31.5	55.4	12.0	1.1	13.0
	5	97	100.0	28.9	53.6	17.5	N/A	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	95	97.9	12.3	38.3	37.0	12.3	49.4
	4	91	98.9	41.0	43.4	15.7	0.0	15.7
	5	104	97.1	30.3	49.4	19.1	1.1	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	100	100.0	23.0	54.0	20.0	3.0	23.0
	4	92	100.0	46.7	46.7	5.4	1.1	6.5
	5	97	100.0	37.1	49.5	10.3	3.1	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	95	100.0	15.7	55.4	22.9	6.0	28.9
	4	91	98.9	41.7	40.5	11.9	6.0	17.9
	5	104	99.0	30.8	52.7	9.9	6.6	16.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	95	97.9	42.7	39.0	18.3	0.0	18.3
	4	91	98.9	63.1	15.5	19.0	2.4	21.4
	5	104	97.1	61.1	24.4	11.1	3.3	14.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	95	97.9	28.0	63.4	8.5	0.0	8.5
	4	91	98.9	48.8	36.9	10.7	3.6	14.3
	5	104	97.1	45.6	44.4	6.7	3.3	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 560)				
First graders who attended full-day kindergarten	99.1%	Down from 100.0%	100.0%	100.0%
Retention rate	3.2%	Down from 4.5%	4.1%	3.0%
Attendance rate	96.2%	Down from 96.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.3%	Down from 11.8%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%	Down from 7.3%	3.9%	3.2%
Eligible for gifted and talented	5.3%	Up from 5.2%	6.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.1%	Down from 12.7%	8.0%	8.2%
Older than usual for grade	0.7%	Down from 0.9%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.6%	Up from 1.8%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	45.5%	Up from 40.5%	50.0%	52.6%
Continuing contract teachers	72.7%	Down from 81.0%	80.9%	83.3%
Highly qualified teachers	95.3%	Up from 94.6%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.7%	0.0%
Teachers returning from previous year	92.0%	Up from 91.2%	84.4%	87.0%
Teacher attendance rate	95.6%	Up from 94.7%	94.9%	95.0%
Average teacher salary	\$41,141	Up 0.8%	\$40,596	\$41,703
Prof. development days/teacher	16.7 days	Down from 18.0 days	12.6 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 18.4 to 1	17.3 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.8%	89.2%	89.8%
Dollars spent per pupil*	\$5,800	Down 4.3%	\$6,865	\$6,242
Percent of expenditures for teacher salaries*	70.7%	Up from 70.3%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Welcome Elementary continues to strive for increased academic achievement of its students. The school uses Title I, district, and state funds to provide reduced class size at every grade level. Class sizes in kindergarten, third, fourth, and fifth grades were reduced through Title I funds. The district capped class size at twenty for second grade. Through state funding, first grade class sizes were reduced.

The school is focused on implementing three programs to improve instruction. Kindergarten through third grade implemented Project R.E.A.D. Phonology, a phonics program. All grade levels implemented Every Day Counts Calendar Math, which gives students repeated instruction in critical standards, and Writing 6+1 Traits, which will improve students' writing.

Welcome Elementary provided opportunities to students for academic acceleration. Before- and after-school programs continued and summer school was held, serving students in third, fourth, and fifth grades who needed assistance in raising their mathematics, language arts, science, and social studies scores.

The library collection increased to 10,155 books and improved to an average collection age of 1994.

Instructional technology tools improved with the addition of twenty-one LCD projectors and two portable laptop computer labs. Through the district refresh cycle, all computers were updated. A phone system was installed which improved communication between parents and teachers.

Welcome Elementary implemented a teacher-designed school-wide discipline plan this year called "You Can Be a Star." The discipline plan is used in conjunction with our character education program, "No Bullies Allowed."

Students, parents, and staff at Welcome Elementary have continued "Working together for Excellence."

David G. Wise, Principal
Mary Gaillard, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	88	43
Percent satisfied with learning environment	87.2%	82.4%	73.8%
Percent satisfied with social and physical environment	94.6%	81.4%	71.4%
Percent satisfied with school-home relations	59.0%	82.6%	64.1%

*Only students at the highest elementary school grade level at this school and their parents were included.